

2nd Cyprus International Conference on Educational Research, (CY-ICER 2013)

Self-Knowledge and Professional Development-Sustainable Educational Condition of a Relationship

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Abstract

Pedagogical knowledge means knowing their potential inner resources, abilities and limitations in relation to itself and to others. This implies an increase in responsibilities and aspirations of teachers to actively participate in their own development. Thus, their potential pedagogical self-knowledge is the first step in the process of personal and professional self. Has the effect of optimizing the educational relationship, triggered by the need to be efficient in any teaching activities. Effectiveness of education depends largely on the quality of teacher-student relationship. This must be one of alliance, participation and mutual cooperation it is possible to express ideas and feelings, values and beliefs in the common repertoire of teacher and student class. In essence, ensures effective pedagogical communication. Entails developing an empathic relationship with the student, mutual trust, mutual respect, high availability, cognitive, and affective and motivational. In this study we aim to render the responses obtained after applying an opinion survey on skills and qualities of a professor of psychology, a total of 20 students of the Faculty of Psychology and Educational Sciences, which is training courses for the teaching career.

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Selection and/or peer-review under responsibility of Prof. Dr. Huseyin Uzunboyly, Near East University, Faculty of Education, Cyprus

Keywords: self-awareness, professional development, optimizing the educational relationship;

1. Introduction

Effectiveness of education depends largely on the quality of teacher-student relationship in fact designed as a permanent correlation, built in the common repertoire that provides reception and use of educational messages. Teacher-student correlation provides the basic structure of any activity education / training. It expresses the need for psychosocial alliance, participation and mutual cooperation, self-training, self continues. This is what makes it possible to express ideas and feelings, values and beliefs, teaching effective communication at the common repertoire built by teacher report cognitive resources, but also the student affective and motivational. It is essential to

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develop an empathic relationship with the student, based on mutual trust, the mutual respect, the use of all internal and external resources, the order socio-cultural, cognitive, affective, motivational, volitional, of character.

2. Objective and research question

In this study, we aim to mention the role actions of self- knowledge and professional development actions to optimize educational relationship. To do this, during the academic year 2012-2013, the discipline "Didactics of psychology", I applied *"The Questionnaire on Skills and Qualities of a Psychology Professor"* a total of 20 students of the Faculty of Psychology and Educational Sciences, which is training courses for the teaching career.

3. Method

"The Questionnaire on Skills and Qualities of a Professor of Psychology" contains 10 items concerning the skills, qualities, roles, teaching styles, values a professor of psychology, and the disciplines that must follow in his training:

1. *What does being a teacher in your opinion?*
2. *How do you define the term "self-awareness and professional development"?*
3. *What psychological and pedagogical disciplines are important in shaping a teacher?*
4. *What is the hierarchy of skills development a professor of psychology in your opinion?*
5. *What is the hierarchy of roles a professor of psychology in your opinion?*
6. *What qualities must a professor of psychology?*
7. *What teaching style should adopt a professor of psychology?*
8. *What conditions should provide teacher training society in your opinion?*
9. *What does the term pedagogical optimism in your opinion?*
10. *List some values, which must pass a professor of psychology.*

3. Results. Content

Postmodern socio-educational context, teacher, manager and teacher training become younger generation. The social mission and vocation is called to perform quality work, evidenced by: a) ability to self-knowledge and psycho-pedagogical performance, b) the ability to represent with dignity the social community there, c) effective teaching communication competence in any social context. . From this point of view, the teaching profession is very demanding. The teacher is equally representative of the state, community, and parent educator and partner in educating children. To meet these demands, the teacher should have awareness of its mission. He is obliged to observe and assess and evaluate oneself to auto observe, to be opened in relation to the social and pedagogical requirements, to, organize and build training activities at a higher level depending on the aims set out in ladder educational system and process.

Vocational knowledge means knowing their potential inner resources, abilities and limitations in relation to itself, but also with others. All this requires an increase in responsibilities and aspirations of teachers to participate actively direct their own development consciously. Thus, self-knowledge is the first step in personal and professional development, to optimize the educational relationship. This moment is strategic significance, since it is generated by the need to be efficient teacher in any teaching activity and the extra.

Self-knowledge requires constant self-exploration, self-definition, re-evaluation of their capabilities and limitations. These landmarks are axiological especially important as it is the teacher that relate directly to the student who, in turn, expected patterns and accurate information as to who is and where it is going.

In this regard, initial and continuous training of teachers through methodical scientific and pedagogical activities, symposiums, conferences, sessions, roundtables, training programs is an important educational goal. This

professional training and awareness are the role of the teacher roles in the current and future developments in its medium and long term.

Success in business education / training is determined by the active involvement conscious and responsible teachers and school managers in their socio-professional. This requires: a) awareness of the capabilities and resources, b) identify personal and institutional boundaries that must be overcome through constructive effort permanently, c) creating a psycho-educational and psycho-social optimal training and personality development.

As strategic orientation should be a focus on student experience, the cultivation of qualities and skills needed in school and in society, now and in the future. To stimulate concern for valuing human dignity and quality of those who devote their lives through education modeling human personality. Student acceptance as inherently valuable person with that expected availability to be achieved favorable context must always guide the work of the teacher along the way of becoming human. In this sense, we present s

In this sense, we present student responses to items made in *"The Questionnaire on Skills and Qualities of a Professor of Psychology"*:

1. What does being a teacher in your opinion?

- a. *Model*: 65%
- b. *Transmitter of knowledge*: 25%
- c. *Trainer*: 10%

2. How do you define the term "self-awareness and professional development"?

"Know their skills, strengths and limitations, skills and attitudes for the purposes of positive personal and professional development."

3. What psychological and pedagogical disciplines are important in shaping a teacher?

- a. *Pedagogical foundations*: 100%
- b. *Fundamentals psychology*: 95%
- c. *Educational management*: 90%
- d. *Educational counselling, teaching specialty and teaching practice*: 85%
- e. *History of pedagogy, psychology, history, and sociology*: 50%
- f. *Logic, computer science*: 40%
- g. *neuro psychologies*: 30%

4. What is the hierarchy of skills development a professor of psychology in your opinion?

- a. *Methodological skills* – place
- b. *Communication and relationship skills* - second place
- c. *Managerial skills* - third place
- d. *Evaluative skills and technological* - fourth place

5. What is the hierarchy of roles a professor of psychology in your opinion?

- a. *Model* – place
- b. *Facilitator* - second place
- c. *Expert, advocate, counsellor* - third place
- d. *Friend* - fourth place

6. What qualities must a professor of psychology?

A professor of psychology must be empathetic, understanding, patient, calm, sociable!

7. What teaching style should adopt a professor of psychology?

- a. *Democratic teaching style*: 95%
- b. *Authoritarian teaching style*: 5%

8. What conditions should provide teacher training society in your opinion?*Material and financial conditions***9. What does the term pedagogical optimism in your opinion?***Optimism is trusting student teaching and education!***10. List some values, which must pass a professor of psychology.***Equality, respect, honesty, decency, morality***4. Discussion and conclusion**

From the responses students deduce the following:

• To achieve a high level of performance and efficiency of teaching, the teacher has to form and develop a range of skills and competencies that define him as a specialist, scientist, teacher, manager, and as a citizen and scholar. Analytical mind, critical, initiative, responsibility for the future, conscientiousness, tolerance and creativity are just some of the qualities of the ideal trainer.

• Only a teacher who reflected on his own personality on his vocation on its mission and achieve social progress and psychosocial holding strong pedagogical skills can achieve remarkable results in its work.

• Self-knowledge is an asset to be cultivated, the quality of those teachers concerned about continuous improvement, the improvement postmodern professional image in society, based on information technology, democratization of knowledge.

The teacher must be a true role model for his students, an example of dignity and honesty. He must be working continually to answer questions such as:

*What can I give my students?**I in my own life what I encourage my students to do?**I take responsibility for character training my students?**I realize that responsibility before God, the people's conscience for the education of my students?***References**

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